Baton Rouge Community College
Academic Affairs Master Syllabus

Date Approved or Revised: January 2009

Course Name: Elementary German I
Course Number: GERM 101

Lecture Hrs. 3   **Lab Hrs. 0**   **Credit Hrs. 3**

Course Description: Introduces German language and culture and explores its basic grammatical structure. The course develops writing, reading, listening, and speaking skills, as well as appreciation for the geography, food, music, values, and customs of the German world.

Prerequisites: None
Co-requisites: None

Suggested Enrollment Cap: 24

Learning Outcomes: Upon successful completion of this course, the student will be able to:
- Perform basic social exchanges in German;
- Identify the geographical German-speaking world and some cultural traits of different German-speaking groups;
- Exchange information related to personal characteristics and interests, likes and dislikes, and describe people, family, occupations things, events, weather, and situations using the appropriate gender and number;
- Follow sentence structure and use subject-verb agreement to express actions in the present and the future

General Education Learning Outcomes: This course supports the development of competency in the following areas. Students will:
- Think critically, collect evidence (statistics, examples, testimony) and make decisions based on the evidence, comprehend and analyze texts, and solve problems using methods of critical and scientific inquiry;
- Communicate in clear oral and non-verbal fashion and employ critical listening skills;
- Apply global perspectives and ideas by utilizing an interdisciplinary approach;
- Examine and identify cultural, ethnic, and gender diversity; and
- Appraise the quality, value, and significance of cultural artifacts in their historical context.

Assessment Measures:
All students will be assessed on listening comprehension, oral communication, reading comprehension, and vocabulary acquisition using the following tools:

- Departmental faculty-made mid-term and final exams graded by a common rubric;
- Instructor-made assessment instruments: quizzes, pop quizzes, oral interviews;
- Role playing;
- Written and oral exercises from workbook and textbook.

Information to be included on the Instructors' Course Syllabi:

- *Disability Statement***:** Baton Rouge Community College seeks to meet the needs of its students in many ways. See the Office of Disability Services to receive suggestions for disability statements that should be included in each syllabus.

- *Grading:* The College grading policy should be included in the course syllabus. Any special practices should also go here. This should include the instructor's and/or the department's policy for make-up work. For example in a speech course, "Speeches not given on due date will receive no grade higher than a sixty" or "Make-up work will not be accepted after the last day of class."

- *Attendance Policy***:** Include the overall attendance policy of the college. Instructors may want to add additional information in individual syllabi to meet the needs of their courses.

- *General Policies***:** Instructors' policy on the use of things such as beepers and cell phones and/or hand held programmable calculators should be covered in this section.

- *Cheating and Plagiarism***:** This must be included in all syllabi and should include the penalties for incidents in a given class. Students should have a clear idea of what constitutes cheating in a given course.

- *Safety Concerns:* In some programs this may be a major issue. For example, "No student will be allowed in the safety lab without safety glasses." General statements such as, "Items that may be harmful to one's self or others should not be brought to class."

- *Library/ Learning Resources:* Since the development of the total person is part of our mission, assignments in the library and/or the Learning Resources Center should be included to assist students in enhancing skills and in using resources. Students should be encouraged to use the library for reading enjoyment as part of lifelong learning.

Expanded Course Outline:

I.   Perform basic social exchanges in German
        A. Greet others and respond to greetings
        B. Introduce one-self
        C. Say good-bye
        D. Identify and name numbers from 1 to 1000
        E. Name the letters of the alphabet

II.   Identify the geographical German-speaking world and some cultural traits of different German-speaking groups
        A. Name the German-speaking countries
        B. Locate on a map the German-speaking countries
        C. Talk about student life in German-speaking countries, everyday situations, colors and nationalities, and reasons for similarities between German and English languages.
        D. Distinguish the ways to say *you* in German: social implications of **du, ihr,** and **Sie.**
        E. Talk about ethnic diversity in German-speaking countries
        F. Identify English words in German and some of their unexpected meanings

III.   Exchange information related to personal characteristics and interests, likes and dislikes, and describe people, family, occupations, things, events, weather, and other situations using the appropriate gender and number.
        A. Talk about family, shopping, occupations, and everyday objects
        B. Describe family life
        C. Talk about landscape, climate, weather, and seasons
        D. Express preferences, likes, and dislikes
        E. Use adjectives to describe people, places, and things
        F. Tell time and use expressions of time with the accusative case

V.   Follow sentence structure and use subject-verb agreement to express actions in the present and the future
        A. Use the proper gender and number of nouns and definite articles
        B. Use the proper gender of indefinite articles **ein** and **kein**
        C. Recognize and properly use subject personal pronouns
        D. Use properly the verb **haben** *(to have)* versus **sein** *(to be)*
        E. Use properly the infinitive and the present tense; use of the present to express future
        F. Use the proper word order:
            -   position of verb in yes/no questions, informative questions, and statements
            -   expressions of time and place
            -   position of **nicht** in negative statements
            -   negative article **kein**
        G. Express likes (adverb **gern** + **a verb),** dislikes (nicht **gern** + **a verb**), and preferences (adverb **lieber** + **a verb**)
        H. Use of subject and subject completion in sentence structure
        I. Answer to who or what using subject and subject completion (use the verbs **heißen** and **sein**)
        G. Use the nominative case: **der-words** (**dieser**: *this*, **jeder**: *each, every*, **welcher**: *which,* i.e.)
        H. Use of **ein-words** in the nominative case

I. Use the accusative case: direct object, **der**-words and **ein**-words, adjective endings, and time phrases
J. Use properly the adjective endings in the accusative case
K. Recognize and properly use verbs with stem change in the accusative case
L. Recognize and properly use the interrogative pronouns **wer** (*whom*) and **was** (*what*), and **wen** (*whom*): use of direct object pronouns
M. Recognize and use properly verbs with stem-vowel change in the present tense
N. Express actions in the present and the future